



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
767 weeks	<i>Pupils will be investigating reasons why people move to other countries and what are the motives behind that. They will become aware of the refugees' ways of life and what kind of difficulties they would face in their new country. Who are asylum seekers and what sorts of decision do they need to face. Pupils will be able to identify what prejudice and discrimination are and how to distinguish them. Then they will explore ways to prevent prejudice and stop discrimination.</i>	<i>Pupils may have some previous knowledge or they may know people who have experienced some of the issues explored in this unit.</i>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Self- assessment Peer assessment Mid of unit assessment	Mid unit assessment	<p><i>RESPOND I can ask questions about citizenship issues to people who can answer them for me</i></p> <p><i>I can ask appropriate questions to find out about the different communities that I belong to</i></p> <p><i>I can show an understanding of democracy and can link it to my own experience of representation and taking action</i></p> <p><i>I demonstrate understanding of diversity in local and national communities as well as the wider world, and can use my knowledge to explore my own community</i></p> <p><i>I can develop informed arguments that show a number of different views and ideas</i></p> <p><i>I can show that I can challenge assumptions and ideas, I can use this information to present a convincing argument and give reasons for my views</i></p> <p><i>I ask challenging questions to explore the ways the government and laws operate around the world</i></p> <p><i>I can debate challenging questions using a range of respnded responses</i></p> <p><i>I can debate challenging questions</i></p>

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
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<p>1.</p>	<p>KQ: Why do people move from one country to another?</p>	<p>ALL – will be able to define a refugee and an immigrant MOST – will be able to explain why people emigrate or become refugees. SOME – will be able to analyse which the most important push and pull factors are and explain their views</p>	<ul style="list-style-type: none"> Complete a spider diagram / mind map: 'reasons why people might leave a country' 	<p>Main: Task 1: Pupils to work in pairs and discuss the following questions: Would you like to live in a different country? Who is an immigrant? Who is a refugee? What are push and pull factors? Can you give examples?</p> <p>Activate (SMSC) – Think/Pair/Share. Differentiation – differentiated questions (red, amber, green, extension). Socratic questioning. AFL (WCRS): Selected student to share their answers. Thumbs up/down to agree or disagree.</p> <p>Students to self-mark / correct their own definitions. Students to draw a picture to remember the 4 key words.</p> <p>Task 2:</p> <p>Connect (SMSC): students to work as a group to sort out the card into the correct pile. Differentiation: visual cues. AFL: feedback from each table. Teacher to circulate around the room to make sure everyone is on task, question. Will be able to pick up any misconceptions.</p> <p>Connect: students to put the factors in order of importance and explain their choices. Differentiation: Students to complete the sentences: If there was a war I would leave my country because ... I would leave UK if ... and circle the correct word to create a true sentence. Challenge: Which factors will encourage you to move to the USA? Write a short paragraph explaining you point of view. AFL: randomly selected students to give verbal feedback. (Make sure students record it in their books).</p>	<p>Pair work</p>	<p style="text-align: right;">Title Asylum seekers Summer 1</p> <p>Complete - Background information (Section 1) form Diversity and Prejudice Project (see the guidance booklet for more information).</p>	<ul style="list-style-type: none"> <u>Come up with your own plenary task to test how much other students know about today's topic.</u> <u>It can be an equation, quiz questions, 'Tell me ...', fill in the blanks or any other idea. Be imaginative!</u> <u>Pass your task to the person on your right. Complete task given to you and stick it down in your book.</u>
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<p>2.</p>	<p>KQ: What is the life of a refugee like?</p>	<p>ALL – will understand who a refugee is and name the feelings of people who must leave their home and come to a new place MOST – will be able to explain what the life of a refugee is like and identify an organisation that helps refugees SOME – will be able to evaluate and reflect on the types of help provided to refugees</p>	<p>Activate (SMSC) – Place copies of the poster on the tables at the start of the lesson. Ask students to look closely at the rows of Lego people. Students to suggest an identity of some of the figures. After several have been identified, the students are informed that the people who designed this poster decided that one of the figures is supposed to be a refugee. Ask the students to spot and circle the refugee (show their choices up) and to describe how they came up with their identification. Re-cap the meaning of a refugee. Ask students by what means they decided upon each identity. e.g. Did you look at the clothes?, the facial appearance and/or the gender?</p>	<ul style="list-style-type: none"> • <u>Complete</u> only the first box from the handout. • Now, <u>watch</u> the video clips to <u>find out</u> what their true lives are like. • <u>Discuss</u> these questions at your tables (pairs or groups): <p>Activate (SMSC): Activate prior knowledge by asking students complete the second part from the handout (who helps the refugees and how). Students will then view 2 short videos clips and finish the sentences (can be done in pairs). Differentiation: visual cues (different levels of difficulty), Lower ability students will fill in the blanks, challenge - What is the most important type of help provided to refugees? Can the problem be ever solved? Why? Students to answer in their books. AFL: Selected students to share their answers. Socratic questioning.</p>	<p>Pair work</p>	<p><u>Complete Section 2 and 3</u> from Diversity and Prejudice Project</p>	<ul style="list-style-type: none"> • <u>Imagine</u> you had to escape from your country and found yourself in a refugee camp. • <u>Write</u> a paragraph explaining your life in the refugee camp before and after you received help from the UNHCR. <p>Consolidate (RWCM): Students to write a short diary entry to consolidate their knowledge gained in today's lesson. Empathise the importance of using the key words, paragraphs and correct punctuation. Differentiation: Writing frame with sentence starters provided to help to organise the piece of writing.</p>
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<p>3.</p>	<p>KQ: Who are asylum seekers?</p>	<p>All - will be able to define 'asylum seeker'. Most - will be able to explain the issues which asylum seekers face. Some - will be able to analyse the difficulties the asylum seekers face.</p>	<ul style="list-style-type: none"> • Create a correct definition: choose between two words(phrases) and identify 5 spelling mistakes in the definition 	<p>Pupils to watch the video and to imagine they were living in Syria. <i>They are given only half an hour to pack their luggage and leave forever.</i> <i>AfL: random pupils to share what they took. Higher ability students to say why they chose them.</i> Pupils to create a list of the 10 most essential items (previous lesson they watched a video of someone who was in a camp and they were saying what they took, etc.) <i>Pupils to read through the worksheets and decide what to do</i> <ul style="list-style-type: none"> • <i>Taking a passport might help them enter another country, but could lead to them being identified and forbidden to escape from their own country.</i> • <i>Taking family photographs or an address book could be really important emotionally if they are never going to return to their home.</i> • <i>Money/jewellery could possibly be used to bribe officials as they travel.</i> • <i>Documentary evidence to support their claim for political asylum when they get to the border. Eg. This could be Dad's union card, the anonymous death threat, the newspaper article. This will be crucial proof to back up their story when they try to get asylum.</i> <i>Pupils to reflect on the whole activity and to provide a written statement of their choice</i> <i>Pupils to consolidate the knowledge so far and to come up with specific suggestions regarding the life situations when they can claim asylum.</i> <i>Then pupils to watch a video about a student who is claiming asylum in the UK because there is a life threat in his country.</i></p>	<ul style="list-style-type: none"> • <u>Discussion/group work</u> 	<ul style="list-style-type: none"> • <u>Complete Section 4</u> form Diversity and Prejudice Project. 	<p>Plenary dice</p>
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4.



KQ: How are asylum seekers portrayed in the media?

ALL – will be able to describe what the media say about asylum seekers
MOST – will be able to express their personal opinion about asylum seekers in the UK
SOME – will be able to evaluate the gap between perceptions of asylum seekers and reality and analyse the impacts of stereotyping

Activate: Students to indicate how much they already know on the topic by putting a X on the line.
AFL: circulate around the room to make sure everyone is on task and to get a picture of what the students already know. Students to self- evaluate their knowledge.

Activate (SMSC): students to think of the answers to the questions, discuss them with their partners and come up with a joint answer they would like to share with the rest of the class.
Differentiation: Targeted questions: all –red, most – amber, some –green.
AFL: pair/group discussion, feedback a range of students, Socratic questioning to follow.
Pair: Discuss your answers with your partner. Do they have the same views?
Share: Work together and come up with the answers that you will feedback to the class!

Connect: students to watch a video clip and make notes about the positive and negative comments made about asylum seekers in the UK.
Differentiation: pre design table with statement to be sorted out into the correct section
AFL: target questioning (What did people say about asylum seekers? What positive comments were made? Were your predictions correct? Do you agree with the negative views? Why? Why some people may disagree with you? What impact could these opinions have on the society?)

RWCM/SMSC: students to write down couple of paragraphs to consolidate their knowledge.
Mini-plenary(WCRS): Students to open their diaries on the green page – if they know what to do, amber – think they know but need extra clarification (ask peers at your table), red – don't know (teacher to explain).

Differentiation: success criteria, writing frames and bank of words provided.
AFL: circulate around the room to make sure everyone is on task, question and encourage individuals to verbalize their answers first then to write it down.

RWCM: students to write down a couple of paragraphs to consolidate their knowledge.
Differentiation: success criteria, writing frames and bank of words provided.

AFL: circulate around the room to make sure everyone is on task, question and encourage individuals to verbalize their answers first then to write it down. A randomly selected student to read their paragraphs aloud and receive verbal feedback.

Pair-group work

H/W reminder – homework project to be completed over the next 5 lessons. Students to complete each section (after we have studied the topic in citizenship).

Consolidate: students to reflect on their learning by putting a x on the line to show how much they learnt.
Differentiation: differentiated worksheet
AFL: randomly selected students to give feedback (describe the changes in their ratings).



5	KQ: How can I revise for the assessment on this topic?	To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
6	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self assess how well they feel they did on the assessment.
7	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each others work for ideas on how to improve their own.



8	<p>What is 'prejudice' and 'discrimination'? How they violate our human rights?</p>	<p>ALL – will know what prejudice and discrimination mean MOST – will identify examples of discrimination and say how people are affected SOME – will be able to recognise the causes of discrimination</p>	<ul style="list-style-type: none"> Discuss and answer these questions in your book: Have you ever seen people being treated unfairly? Describe one situation. What is the difference between prejudice and discrimination? What are the consequences of discrimination on the 'victims' and 'offenders'? 	<ul style="list-style-type: none"> Complete the spider diagram (L3) or mind map (L4+) explaining reasons <u>why people discriminate</u>. Think of at least 5. Use the examples from history to help you. Be ready to feedback! <p>Bullying and discrimination – what are the consequences?</p> <p>Watch the video clip and be ready to answer these questions: What rights did you see being violated? - Who is responsible for these violations? - Who is responsible for protecting these rights? - What can we do? - What should we do? - Are we all really responsible for protecting rights?</p>	<p>Individual task</p>	<p>End of unit assessment preparation</p>	<p>Complete each of the following statements: I know that discrimination is happening when I <u>see</u> / <u>hear</u> / <u>do</u> ... I know that prejudice is taking place when I <u>say</u> / <u>think</u> ...</p>
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